

Evidence-based Strategies Typically Used in Therapy (not an exhaustive list)

General Strategies:

Targeting multimodalities such as through speech, signs/gestures or picture symbols, to support communication across people and contexts (supporting Circles of Communication, Dowden 1989).

Follow the child's lead.

Heightened affect and expression to encourage engagement.

Arrange the environment to promote interaction and communication.

Arrange for natural communicative temptations (e.g. items out of reach or in closed containers).

Increasing wait time for child to initiate or respond.

Emphasizing visual/gestural prompting hierarchy (versus verbal); training others to reduced verbal prompts in favor of visual/gestural prompts.

Using Language Expansion/Revision techniques, such as "Plus One" procedure.

Always considering speech as primary outcome in the context of supporting language and communication.

AAC Strategies:

Pausing expectantly, with expectant look between child and AAC system.

Using augmented input to model how picture symbols and communication go together.

Using Aided Language Stimulation to model how the child can use picture symbols to build communication.

Promoting parity, a balance between partners turns in a conversation.

Specific AAC training protocols, such as

- Picture Exchange Communication System (PECS),
- Language Acquisition Through Motor Planning (LAMP),
- Pragmatically Organized Dynamic Displays (PODD),
- Functional Communication Training (FCT).

Specific training for the classroom, such as

Environmental arrangement for access to the curriculum.

Environmental arrangement and "primary-secondary" group modeling (one person as instructor, others as silent coaches).

Classroom Organization for Diversity Among Students (Stainbeck & Stainbeck 1989).

Curriculum adaptations for AAC users in inclusive classrooms.